DOCUMENT RESUME

ED 334 347 CE 056 907

TITLE	The Escambia County School District JTPA Vocational Program. Annual Report 1990.
INSTITUTION	Escambia County Board of Public Instruction, Pensacola, Fla.
PUB DATE	90
NOTE	41p.; For an earlier report, see ED 290 055.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adults; Basic Skills; Career Counseling; Computer Assisted Instruction; *Disadvantaged Youth; Distributive Education; Dropout Prevention; Dropout Programs; High School Equivalency Programs; High Schools; Job Placement; *On the Job Training; Rural Education; Special Education; Summer Programs; Unemployment; *Vocational Education; *Youth Programs
IDENTIFIERS	*Escambia County School District FL; Job Training Partnership Act 1982; *Private Industry Councils

ABSTRACT

This report summarizes the major programs of the Job Training Partnership Act (JTPA) in Escambia County School District, Florida. The report identifies the district's concerns and priorities for the following: state-of-the-art, computer-assisted instruction for basic skills attainment; reconnecting dropouts through aggressive recruitment activities; prevention of dropouts through comprehensive career orientations; early intervention for vocational career options through summer programs; the attainment of youth competencies; vocational scholarship to job training programs for unemployed adults; and a commitment to job placement. This report contains a foreword, introduction, and acknowledgements. In addition, five other sections describe the following: (1) the Florida Private Industry Councils; (2) the service delivery area; (3) education programs--the Career Orientation Dropout Retrieval Program and the Skills Trades Insures Progress Youth Competency Project; (4) training programs--Practical Employability Skills, Pensacola High School Practical Arts General, Cooperative Distributive Education, Special Education On-the-Job Training and Summer Youth Employment and Training; and (5) employment programs--Senior Placement, Rural Resident Out-of-School, Rural Resident Adult, Wagner-Peyser, and Vocational Technical Placement Programs. (NLA)

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THE ESCAMBIA COUNTY SCHOOL DISTRICT JTPA VOCATIONAL PROGRAM

How the Escambia County School District and the Private Industry Council of SDA#1 are working together to prevent high school drop-outs, boost economic development and put people to work.

ANNUAL REPORT
1990

THE SCHOOL DISTRICT OF ESCAMBIA COUNTY FLORIDA

BEST COPY AVAILABLE

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ANNUAL REPORT
1990

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"A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations. All your books are going to be judged, praised, or condemned by him. The fate of humanity is in his hands."

Abraham Lincoln

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Foreword
LaDon Boyd, Coordinator

Each year, the JTPA Program is closely scrutinized by Congress and on the local level is required to take an in-depth look at our programs and policies. A number of changes have been made in the JTPA law. The district JTPA staff has designed and implemented new programs in order to satisfy these new requirements. District school based personnel are to be commended for the manner in which they have responded to these changes.

Greater participation is seen with each passing year as more educators benefit from JTPA support. Services to disadvantaged students have increased in record numbers through Dropout Prevention, Special Education, and Vocational Education.

This year's annual report summarizes the major programs of the JTPA. The business/education partnership with the Private Industry Council truly exemplifies the spirit of "partnership." Private citizens are establishing priorities with public funds and share the district's concern for: state of the art computer assisted instruction for basic skills attainment, reconnecting dropouts through aggressive recruitment activities, prevention of dropouts through comprehensive career orientations, early intervention for vocational career options through the summer program, the attainment of youth competencies, vocational scholarships to job training programs for unemployed adults and a deep committment to job placement.

I want to thank the Principals and providers at each participating school, for it is their individual programs that are working at a record pace. Please take the time to read this report carefully. If you have any questions regarding the Escambia County School District's JTPA Vocational Program, please call at (904) 444-2710.

INTRODUCTION

Introduction

An industrial plant in Michigan closes down with over 600 people out of work. . .nearly half of the entering class of freshmen in a New York City high school will drop out before their senior year, many without the ability to fill out a simple job application. . .a small business in Georgia can't fill skilled jobs because trained workers are not available. . .welfare rolls across the Nation rise another million. . .a plant manager in California is unable to complete a $3 million order because he cannot recruit enough job-ready people. . .displaced workers from steel mills Pennsylvannia join dislocated workers from Houston oil refineries, unemployed lumbermen from Oregon, and fifth-generation farmers from Iowa and Wisconsin who have lost their land in a nationwide search for jobs.

Each of these scenarios, although played out within a generally stable and healthy economy, represents a cost to the Nation--a cost measured not only in terms of tax dollars lost and social benefits bestowed, but also in the incalculable personal loss of self-esteem, devastated hopes, broken families, and rising rates of alcoholism and drug abuse that frequently accompany joblessness.

In recognition of these costs to the National Treasury and to individuals, the Federal Government has assumed responsibility for funding job training and related employment services to economically disadvantaged persons who lack job skills and to "dislocated" or "displaced" workers who possess outdated skills for jobs that are fast disappearing.

To accomplish these goals, a series of categorical programs designed to serve particular groups with special needs were enacted, beginning in the early 1960's. These were followed in 1973 by a more comprehensive program that included training, work experience, and public service job opportunities for disadvantaged youth and adults, administered by the U.S. Department of Labor through local prime sponsors.

Legislation in turn was replaced in 1982 by the Job Training Partnership Act (JTPA), which now offers training and other employment assistance to both disadvantaged and displaced workers through an administrative structure that differs sharply from any developed for past programs.

Initiated in October 1983, JTPA assigns to States and localities rather than to the Federal Government the responsibility for administering federally funded programs, including job training. The principle of State autonomy is central to this philosophy of governance, and the Act itself contains many references to the role of the State in overseeing the development of training activities and the implementation process at the local level.

A second, equally important, guiding principle of JTPA programs is its emphasis on input from private business in partnership with local and State elected officials. Private Industry Council's (PIC's), which exist in all service delivery areas (SDA's) nationwide, must be chaired by business persons, and local business leaders make up the majority of council membership. At the State level also, private business representatives constitute one-third of the membership of State Job Training Coordinating Councils (SJTCC's), and the chairperson appointed by the Governor must be a nongovernmental member.

The premise behind this decision to give a leadership role to the private sector is the belief that local business representatives not only understand better than public officials what kinds of job training are most likely to be required in their own communities, but that they will also bring to the program a concern for efficiency and performance.

Illustrating this concern for "bottom line" performance, the Act stipulates that program funds must be treated as investments in human capital from which a profit shall be realized and not as expenditures that yield no measureable return to the Nation. To calculate the actual return on the public investment, the Act further stipulates that program success be determined by measuring the increased employment and earnings and reduced welfare dependency of participants through performance standards to be determined by the Secretary of Labor and accepted or modifed by Governors. Factors such as numbers of participants placed and retained in unsubsidized employment, increased participant earnings, and reduction in the number of individuals and families receiving cash welfare benefits are listed as the basic measures of success to be prescribed , along with whatever standards are considered appropriate by the Secretary for trainees less than 21 years of age.

Additional guiding principles of the JTPA legislation, which underscore the emphasis on efficiency and

performance, include a focus on training activities instead of work experience and/or subsidized jobs in the public sector, as well as strict limitations on the use of funds for administrative purposes and supportive services for participants.

The Act also requires that no less than 70 percent of all funds assigned to Title II-A, which authorizes training services for disadvantaged youth and adults, be used for specified training activities.

In sum, State oversight, local direction based on strong input from the private sector, performance measurement, a focus on training for unsubsidized jobs, and limitations on administrative costs and supportive services are the underlying principles of the Job Training Partnership Act, particularly as it applies to training for the economically disadvantaged.

THE PRIVATE INDUSTRY COUNCIL

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The Private Industry Council

At the heart of the JTPA is the Private Industry Council - a group of business owners, community leaders and public officials. There are 24 Councils in Florida that represent a particular service delivery area. Today, businessmen and women make the decisions regarding local government job training programs and how they will impact our community.

On October 1, 1983, local employers and local government began programs under the Job Training Partnership Act. The major committment under the JTPA is that private sector individuals must participate and must develop local programs that meet the needs of the local area. This is critically important when one considers that the success or failure of a major national program now falls under the responsibility of the private sector.

The responsibility of the Private Industry Council goes beyond just the delivery of services under JTPA. In many cases, mandated involvement of the Private Industry Councils carry it into the area of vocational education, transportation, economic development, social programs and many other areas. In this regard, it is possible for the local Private Industry Council to have a substantial voice in how programs and agencies within a particular locale are actually operating and delivering the kinds of services that are required to compliment the local labor market.

The successes of local programs are measured within the State of Florida by eight (8) performance standards. These standards supply a business approach to the effective delivery of services and outcomes. Limits have been placed on administrative expenditures in programs under the JTPA. There is now a bottom line applied to the delivery of services. That outcome is measured in the effectiveness of training with regard to employment outcomes and then these outcomes are measured against cost factors. This is a very businesslike approach.

The oversight responsibility and measure of the effectiveness of local programs is overseen by the Governor appointed State Job Training Coordinating Council (SJTCC). This Council has the responsibility to implement policies and act on matters with regard to the effective delivery of services in the local area. The Governor of each state is given the primary

responsibility for the delivery of services under JTPA and in the State of Florida, the Governor, his office, his staff, through the State Job Training Coordinating

Council has played a very active role. It is one of the reasons the State of Florida is one of the leaders with regard to active programs and the successful implementation of the JTPA.

Locally, the PIC is a Florida non-profit corporation, governed by a board of directors of which fifty percent must be from the private sector with the chairman from this group. Five hundred local companies participate (or have) in the program with employment for approximately 2,500 in the past five years.

The growth the State of Florida is currently experiencing and expects to experience in the future, can only be complimented by programs such as offered through the JTPA along with the involvement of active boards and Private Industry Councils.

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JTPA Participant Characteristics

PARTICIPANTS	TOTAL SERVED	PERCENTAGE
Male	772	49%
Female	812	51%
White	778	50%
Black	762	48%
Other	34	2%
Dropouts	227	12%
Handicapped	426	23%
Unemployed 15 + weeks	386	21%
Offenders	172	9%
Welfare Recipients	307	17%
Reading Below 7th Grade	321	18%

Job Training Performance Standards

JTPA Program achievement is measured by comparing the Service Delivery Area's actual performance against predicted levels for the program performance measures provided by the Department of Labor. The predicted levels for each measure are based on the characteristics of persons terminated from programs and local economic conditions. The following chart presents the predicted levels and the actual performance for each of the program performance measures.

Item	1989-90 Standard	Actual
Adult Entered Employment Rate	68.3%	85.4%
Adult Follow Up Entered Employment Adj.	58.4%	80.4%
Welfare Follow Up Entered Employment Adj.	48.4%	67.1%
Welfare Entered Employment Rate	57.3%	85.1%
Average Wage At Placement	$4.36	$4.52
Youth Positive Termination Rate	74.4%	89.4%
Youth Entered Employment Rate	17.2%	32.9%
Youth Employability Enhancement	45.2%	60.1%

THE SERVICE DELIVERY AREA

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The Service Delivery Area

The Service Delivery Area (SDA) of Escambia County, Florida, has a resident population of approximately 280,000 people which surrounds the city of Pensacola and is bordered by the Gulf of Mexico to the south and the State of Alabama to the west and north.

It has 1.3 percent of Florida's land area and 2.3 percent of the state's population.

It is an area of contrasts both in geography and business composition.

It's magnificent Gulf beaches and superior recreational attractions have made it one of the country's favorite vacation meccas. While its pine forests and rich soil have made it a major center of southern agribusiness.

It boasts one of the single largest concentrations of military education and high-tech training in the free world and houses the Navy's largest shore installations.

It is home to scores of national, regional and local manufacturers from high tech aerospace to nuclear components to textiles to paper to pleasure boat manufacturing.

It is homeport for one of the Southeast's richest commercial fishing fleets.

It has been ruled by the Spanish, the British and the French, and all have left their mark.

It is steeped in the true American work ethic that has vanished elsewhere.

According to the 1980 Census, 49% (81,433) of the Escambia County resident population 18 years and older are high school dropouts.

Non-farm jobs increased by 1.1 percent over the past year. The Pensacola area remains the slowest growing Metropolitan Service Area in the state. The majority of growth continued in the area's largest industry, services (up 2.7 percent) due mostly to health services gains.

Trade jobs were up by .9 percent with all increases occurring in the industry's retail segments. Government

jobs increased by 2.5 percent; federal increases of 1.7 percent were due to the hiring of temporary census workers.

Construction jobs were down 1.2 percent reflecting sluggish residential and commercial building activity. Manufacturing employment dropped 1.8 percent, mainly the result of declining employment in the chemical and allied products segment.

Pensacola's unemployment rate dropped to 5.8 percent; remaining below the state's 6.1 percent rate but above the nation's 5.5 percent rate.

Sources: Florida Department of Labor and Employment Security, and Northwest Florida - The Perfect Corporate Environment, Gulf Power Company.

EDUCATION PROGRAMS

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Education

Computer Assisted Instruction Project

Overview

The Escambia County School District's Computer Assisted Instruction Program utilizes the Computer Curriculum Corporation computer system and has completed another successful year of operation. The emphasis for this school year has been to provide a holistic basic skills platform for the Districtwide Dropout Prevention Program. Through the courses cross-referenced from the curriculum guide and teacher training, the computer labs were able to provide valuable assistance in the intervention of students needing remediation in the basic skills courses.

There were 256 terminals located in eight area high schools which served a total of 3,511 students. Lab improvements occurred this past year at Escambia High School and the Juvenile Justice Center. These labs were completely renovated and reconfigured. Equipment updates were accomplished as follows: Release 13 (curriculum updates) was installed in the Microhosts at Brentwood Middle School and Pensacola High School, a speech unit was added at Sidney Nelson Middle/High School, four additional terminals were installed at Beggs Center, eight additional terminals were added to the Juvenile Justice Center lab, and graphic servers were purchased for Escambia High School, Tate High School, and Washington High School; thereby, upgrading all labs to color and graphics.

Program Components

Scheduling - The computer labs are dedicated as a primary resource for the District Dropout Prevention Program. Economically disadvantaged students enrolled in this program participate in JTPA.

Performance - A total of 3,511 students were served. Among this number were 177 JTPA participants. A total of 166,910 sessions or 55,637 hours of CAI instruction was provided. An average of 47.5 sessions were realized by each participant served, the dropout rate was 1.8%. The targeted gain per hour this school year was .08 to .10 grade level gain per hour on the computer in Reading and Math. The averages were slightly under the targeted gain with a .07 average gain per hour in Math and a .06 average gain per hour in Reading. It is noted that the time on task gains indicate only the time spent in strand

courses, while a large percentage of students were in lesson courses that do not have gains reports.

Student Transfers - 7.3% of the student participants transferred out of the program to other schools either in Escambia County or out of county.

Graduates - The Pensacola High School lab was the only lab that had completed four full years of operation, and 26% of their graduating seniors had been CAI students for at least a semester.

Individual Prescriptive Strategy - This program allows for the setting of a gain-in-grade level performance goal for each student; then from regularly updated data, predict how long it will take that student to reach the goal. When a student's gain falls below the predicted learning curve, recommended specific intervention strategies can be employed to assist the student in meeting the preset goal. The pre-test and post-test achievement score frequency distribution in Math and Reading indicates that the total number of student participants with below average scores improved 16% in Math and 33% in Reading.

Target Group: Economically disadvantaged students at risk of dropping out of school.

Number Served: 3,511 at risk students
177 JTPA students

Funding: Title II-A of the Job Training Partnership Act

Career Orientation Dropout Retrieval Program

Overview

In an attempt to address the problem of students who express a desire to leave school before obtaining a diploma, JTPA, Vocational Education, Adult Education, Community Schools and Dropout Prevention Programs joined forces to provide students with intensive counseling on district options to prevent their actually dropping out. This program, coordinated by JTPA staff, requires students who are sixteen (16) years of age or older and who wish to withdraw from the district school system to go through a number of activities prior to the official exit interview provided by each school's guidance department.

Components

- Student reports to home school counselor to withdraw.
- Student is referred to program coordinator at George Stone Area Vocational Technical Center.
- Program coordinator provides an orientation of district options, which includes:

    1. Alternative Education Programs
    2. Community School Adult Education Programs
    3. George Stone Area Vocational Technical Center Programs
    4. JTPA Vocational Programs

- Student selects option of remaining within the K-12 program and obtains a regular high school diploma or attends a post-secondary program within the district's offerings to obtain job skills with a diploma or a GED.
- When student selects option of remaining within the district's range of programs or exiting the district, the home school is then notified of student's choice for proper withdrawal coding.

The Program Coordinator provides bi-weekly reports to schools that reflect names of students who have completed the District Career Orientation Retrieval Program and the action that was taken with every student.

Performance

A total of 500 students were counseled through this

program. Of this number, 181 transferred to the Community Schools Adult Education Program and 17 transferred to Alternative Education Programs throughout the district and remained in school.

Target Group: Potential Dropouts

Number Served: 500 students

Funding: Title II-A of the Job Training Partnership Act
Community Based Dropout Prevention Grant

Skills Trades Insures Progress (S.T.E.P.)
Youth Competency Project

Overview

This project involves the cooperative effort of the following programs within the school district:

* JTPA Vocational Program - Targeting disadvantaged students for services through performanced based contracting.
* Vocational Education - Vocational academic credit realized through the Practical Arts Vocational Curriculum.
* Dropout Prevention Program - Referral of JTPA students that successfully completed JTPA requirements and come recommended by the school administration.
* Summer Youth Employment and Training Program - Financial support of student participants at $3.35 per hour for six weeks.
* Summer School Program - One elective academic credit realized through successful completion of the summer school course in Vocational Practical Arts.

A comprehensive continuum of services are provided through Basic Remediation Education, Career Exploration, Pre-Employment/Work Maturity Skills, Academic Attainment, Occupational Skills and Employment.

This project enabled 9th and 10th grade "at risk" students to receive academic credit during summer school and concurrently complete a dual outcome activity through the eleven components of the Pre-Employment/Work Maturity Skills and Occupational Skills Youth Competency.

Program Components

* Making Career Decisions
* Using Labor Market Information
* Preparing Resume's
* Completing Applications
* Interviewing
* Being Consistently Punctual
* Maintaining Regular Attendance
* Presenting Appropriate Appearance
* Exhibiting Good Interpersonal Relations
* Completing Tasks Effectively
* Demonstrating Positive Attitudes/Behavior

The uniqueness of this design is that the eleven components are acquired by classroom instruction and textbook exercises with additional reinforcement provided on a near daily basis through presentations by guest speakers from the local business community. Also, weekly field trips are arranged to various businesses and manufacturing industries, George Stone Area Vocational Technical Center, and Pensacola Junior College Career Laboratory. When possible, industries allowed students to participate in the manufacturing process for a limited "hands on experience."

Students are taught basic occupational skills in the exploratory area of their choice in order to satisfy the second component of the PIC dual outcome competency.

In order tc enhance the students reading and math proficiency, the students are scheduled twice daily into the CCC Computer Laboratory for remediation.

Community leaders also make presentations to the class regarding personal motivation, drug abuse, conflict resolution, career preparation and the Florida Apprenticeship System.

This group of students will be tracked each school year and subsequently enrolled in the following year's Summer Youth Employment and Training Program. Each summer Project S.T.E.P. will be tiered with more intense training. These students will ultimately be transitioned into job placement upon their graduation.

Target Group: Economically disadvantaged at risk secondary students.

Number Served: 20 participants

Funding: Title II-A and Title IIB of the Job Training Partnership Act

TRAINING PROGRAMS

TRAINING

Classroom Training

Overview

Much of the success realized by the District this past year is due in a large part to the outreach and recruitment efforts by the JTPA Recruiter. Working in concert with the PIC Staff, a number of strategies were developed for a comprehensive recruitment campaign to target high school dropouts and reconnect them with education, training and employment services.

The recruiter participates in the Intake Process at the Private Industry Council's Service Center and also assists JTPA clients in their registration at George Stone Area Vocational Technical Center. These students then join the mainstream vocational program once their deficit academic areas have been addressed.

George Stone Area Vocational Technical Center is an open entry -open exit center with over thirty-three (33) areas offered for classroom training, as well as, customized training programs. George Stone has recently experienced rapid growth due to a number of new programs. The center is now the sole source training provider in Region I for Law Enforcement and Correctional Officer Training. The State Department of Corrections is constructing a new State Prison in Escambia County and many of the trainees are supported through JTPA Title I, Section 123 and Economic Dislocated Worker Assistance Adjustment Act (EDWAAA) funds.

In response to another local labor market need, an additional training program was established in Patient Care Assistant Training. The nursing shortage has resulted in a near crisis condition locally. This program has had an immediate and long term effect on this industry.

The local Private Industry Council in cooperation with the George Stone Staff upgraded and expanded employability skills instruction to JTPA clients. This service is provided during the initial Intake of each client in order to identify occupational alternatives for clients, improve job seeking and retention skills, identify education and experience required for various career choices, and provide clients and job placement staff with extensively indexed information about local employees, job and training programs.

The major programs serving the JTPA clients were:

	Program	Clients
1.	Patient Care Assisting	38
2.	Data Processing	33
3.	Clerk Typist	22
4.	Electronics Techician	20
5.	Commercial Foods	19
6.	Cosmetology	17
7.	Secretarial	16
8.	Accounting	13
9.	Receptionist Operator	13
10.	Criminal Justice	12

Program Components

* JTPA Intake
* Vocational Assessment
* Reading Assessment
* Realistic Assessment of Vocational Experiences
* PIC/Labor Market Orientation
* Counseling
* Remediation through Computer Assisted Instruction
* Classroom Training
* Job Placement

Target Groups: Economically disadvantaged and handicapped adults

Number Served: 299 participants

Funding: Title I, Section 123 of the Job Training Partnership Act

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Summer Youth Employment and Training Program

Overview

This program gives high school students the opportunity to gain valuable work experience through on the job training during the summer months. The District Occupational Specialists work closely with the students and jobsites to ensure the success of the students. The Summer Youth Employment and Training Program provided special training this past year in Journalism, Practical Arts, Practical Agricultural Skills, College Residential Program, and Basic/Remedial Skills Training through Computer Assisted Instruction. Major components of the Summer Program were a greater interface with vocational education through concentrated job -specific training, a residential component for high school students at the University of West Florida where they received classroom training and work experience, and the Pensacola Junior College caseload where students worked and developed a newsletter for the SYETP through Journalism training.

Components

SYETP students generated vocational FTE's and earned summer school credit through the following courses:

* Practical Employability Skills - Middle school students 14 years of age who were incoming 9th graders were enrolled in Vocational Practical Employability Skills and received remedial training through computer assisted instruction. Each student earned 1/2 credit toward graduation.

  Number Served: 200 students

* Pensacola High School Practical Arts General - Dropout Prevention students were targeted for this class. During the summer months these students were dual enrolled in Title IIA and Title IIB. The Title IIA program was a Youth Competency in Pre-Employment/Work Maturity and Occupational Skills. Practical Arts General provided each student with one (1) credit toward graduation. Guest speakers from the business community visited the class, weekly field trips were provided to various businesses, to George Stone Area Vocational Technical Center, and to Pensacola Junior College Career Laboratory.

  Number Served: 20 students

* George Stone Center Practical Arts General - Selected students from other high schools participated in this program. Each student received one (1) credit toward graduation. Reading and Vocational Assessments were provided to each student. Students were introduced to various programs offered in vocational education at George Stone. At the end of the training period, students selected a program of choice for further study. These students were incoming 11th graders and were reserved a slot at George Stone as a secondary student for the upcoming school year. Each student that completes this course of study in the 11th grade will be transitioned into a training related position in the Summer Youth Employment and Training Program next summer. When each participant returns to school and completes their senior (12th grade) year of study, JTPA will provide job placement assistance or provide a scholarship to the Apprenticeship Program at George Stone.

  Number Served: 40 students

* Cooperative Distributive Education - Students that previously completed a job prep course and were incoming seniors participated in this program. Students were supervised by a vocational certified CDE Coordinator and were placed in a training related job in the workforce. Each student earned one (1) credit toward graduation.

  Number Served: 40 students

* Special Education OJT Program - Handicapped students participated in this program under the supervision of the district OJT Coordinators. Students from Sidney Nelson Middle/High School and the Beggs Alternative Education Center in addition to students from district area high schools participated in on-the-job training at different job sites throughout the community.

  Number Served: 166 students

Summer Youth Employment and Training students also participated in six weeks of private and public sector employment coordinated by district Occupational Specialists. This program included an application process, labor market orientation, coordination, and student placements at over 300 job sites throughout Escambia County. This program emphasized the world of work, jobsite conduct and attitude, interview skills, and the responsibility of working.

Number Served: 497 students

Target Group: Disadvantaged youth 14-21 years of age

Total Number Served: 963 participants

Funding: Title IIB of the Job Training Partnership Act

EMPLOYMENT PROGRAMS

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Employment

Overview

The success of the JTPA Placement Program is due to a continuum of recruitment, vocational assessment, employability skills instruction, career counseling, vocational training and job assisting/placement activities. Services are provided by the Escambia County School District's Vocational and Exceptional Student Education Departments and the JTPA Staff.

Senior Placement Program

Overview

The school-to-work transition for today's graduating seniors is a difficult process even for those who do not fall into the "disadvantaged" categories. For the handicapped and disadvantaged it is especially difficult.

In response to this dilemma, the traditional vocational programs actively recruit economically disadvantaged and handicapped senior students for educational training and employment.

Diversified Cooperative Education, Business Cooperative Education, On-the-Job Coordinators, JTPA Specialist and the Occupational Specialist Placement Personnel participate in this activity. JTPA supports these vocational programs in the identification, eligibility determination and vocational assessment of these students. The Vocational and Exceptional Student Education On-the-Job Placement Coordinators work to place each student into permanent unsubsidized employment in the private sector.

Target Group: Disadvantaged and handicapped senior students

Number Served: 157 students

Funding: Title IIA of the Job Training Partnership Act

Rural Resident Out-of School Placement Project

Overview

Escambia County's unemployment rate for minority youth, including dropouts and graduates approaches twenty-six percent. For the rural out-of-school youth 16-21 years of age who have left school, the prognosis of finding meaningful employment has been poor at best. In response to this need, JTPA created and fully operates an employment program specially for these youth.

Through the efforts of the JTPA Specialist, these youth are interviewed for the purpose of determining the employability level of each client. The key to the success of this program is the ability to match clients' skills and training with the employers request.

Target Group: Rural out-of-school disadvantaged youth

Number Served: 24 youth

Funding Source: Title IIA of the Job Training Partnership Act

Rural Resident Adult Placement Project

Overview

Unemployment for the rural adult approaches levels only slightly less than that of the out-of-school youth. JTPA created and operates an employment program specially for these adults.

The JTPA Specialist recruits, determines eligibility, administers vocational assessments and interviews each client for the purpose of determining the employability of the client. Successful job placements are a result of proper matching of the clients skills, work history and training with the available employment opportunities.

Target Group: Rural disadvantaged adults

Number Served: 24 adults

Funding: Title IIA of the Job Training Partnership Act

Wagner-Peyser Placement Project

Overview

The Wagner-Peyser Placement Project is designed so as to provide job placement services to a specialized group of youth and adults with varying exceptionalities.

In an attempt to meet this most challenging of employment services, JTPA formed partnerships with the Escambia County School District's Exceptional Student Education On-the-Job Coordinators and the staff of the George Stone Area Vocational Technical Center.

Each client received eligibility determination, education and vocational assessment for determining the proper vocational training and subsequent job placement activities. Long term on-the-job follow-up was provided by the service providers in an attempt to enhance the employability of each client.

Target Group: Handicapped youth and adults

Number Served: 29 participants

Funding: Wagner-Peyser of the Job Training Partnership Act

Vocational Technical Placement Project

Overview

One of the primary reasons for the lack of long term meaningful employment for disadvantaged youth and adults is the lack of vocational technical training.

In response to this concern, JTPA expanded it's partnership with the George Stone Area Vocational Technical Center to provide long term skills training and job placement services for this disadvantaged population.

Through this process, disadvantaged youth and adults are recruited through the mainstream process, whereby they are determined eligible, given a vocational assessment, attend a four day orientation class and an interview for determining proper vocational training for each client.

Upon completion of the vocational training, each client is placed into subsidized employment directly related to their training.

Target Group: Disadvantaged youth and adults

Number Served: 41 participants

Funding: Title I, Section 123 and Title IIA of the Job Training Partnership Act

Employment Summary

Title IIA

Senior Placement Project	157
Rural Resident Out-of-School Youth Project	24
Rural Resident Adult Placement Project . .	24
Vocational Technical Placement Project . .	41
Wagner-Peyser Placement Project	29
Total Served	275

ACKNOWLEDGEMENTS

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The work and expertise of the following educators have made the JTPA Vocational Program possible. These individuals are JTPA service providers and are to be commended for their committment and concern for the disadvantaged citizens in our community. Their efforts have brought great credit to their individual programs, schools, and the Escambia County School District.

Name	Title	School
Abney, Clyde	Self Contained Instructor	Sidney Nelson High
Adams, Joan	EMH Instructor	Century High
Andrews, Melba	Bus. Ed. Instructor	Escambia High
Ard, Mark	Plumbing	George Stone Center
Bagley, Mark	Math Instructor	Century High
Bailey, Richard	Auto Mech. Instructor	George Stone Center
Banawa, Severino	Commercial Foods Instruc.	George Stone Center
Banks, Joe	Math Instructor	Escambia High
Barham, Beth	Word Processing Instruc.	George Stone Center
Beasley, Jennifer	ESE Math Instructor	Sidney Nelson High
Bennett, Nancy	OJT Coordinator	Washington/Pine Forest High
Berry, William	Agriculture Instructor	Sidney Nelson High
Binion, Sheila	EMH Instructor	Century High
Bish, Linda	Math Instructor	Washington High
Blackwell, Chris	Math Instructor	Ernest Ward High
Blanton, Betty	SYETP Specialist	Century/Ernest Ward High
Bonelli, Jane	ESE Reading Instructor	Sidney Nelson High
Booker, Yauna	OJT Coordinator	Pensacola High
Bounnell, Mary	Business Ed. Instructor	Escambia High
Bower, Karen	Patient Care Instructor	George Stone Center
Bowers, Donna	Bus. Ed. Instructor	Century High
" "	SYETP Specialist	Century High
Brantley, Clarice	DCT Coordinator	Woodham High
Brown, Debra	SYETP Specialist	George Stone Center
Bryan, Linda	Reading Instructor	Escambia High
Caputi, Linda	Self Contained Instructor	Sidney Nelson High
Chaney, Ida	OJT Coordinator	Sidney Nelson High
Childs, Lisa	English Instructor	Pensacola High
Christensen, Dallas	Mach. Shop Instructor	George Stone Center
Clanton, Henry	Off Campus Proj. Coor.	Sidney Nelson High
Clark, Margie	Bus. Education Instructor	George Stone Center
Collingsworth, Henry	Floriculture Instructor	Sidney Nelson High
Cox, Gerald	Math Instructor	Pensacola High
Davis, Gina	Math Instructor	Ernest Ward High
Davis, Natalie	Fashion Marketing Instruc.	George Stone Center
Denni, William	Industrial Elec. Instruc.	George Stone Center
Dodson, Latane	Agriculture Instructor	Sidney Nelson High
Donahoo, Brenda	Patient Care Instructor	George Stone Center

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ACKNOWLEDGEMENTS (Continued)

Name	Title	School
Durr, Rebecca	Clerk Typist Instructor	George Stone Center
Emberton, Dennis	Criminal Justice Instruc.	George Stone Center
Erwin, Richard	SYETP Specialist	Tate High
Etters, Ray	Math Instructor	Escambia High
Familant, Aileen	LD Instructor	Escambia High
Farmer, Anthony	ICE Coordinator	George Stone Center
Farinas, Bill	Nursery Oper. Instructor	George Stone Center
Field, Kelly	Reading Instructor	Ernest Ward High
Foreman, Al	Upholstery Instructor	George Stone Center
Fortenberry, Bob	Electronics Instructor	George Stone Center
Fowler, Bo	ICE Coordinator	George Stone Center
Frazier, Katherine	ESOL Instructor	Pensacola High
Frazure, Herbert	Welding Instructor	George Stone Center
Gehrdes, Dianna	English Instructor	Tate High
Gentzel, Gail	Voc. Practical Arts	Pensacola High
Gibbs, Melissa	Floriculture Instructor	George Stone Center
Glasgow, Russell	SYETP Specialist	Woodham High
Godwin, David	Math Instructor	Washington High
Godwin, Shirley	OJT Coordinator	Tate High
Gonzalez, Martha	Clerical Occup. Instructor	George Stone Center
Grant, Alice	DCT Coordinator	Pensacola High
Gregg, Mary	Math Instructor	Ernest Ward High
Gunn, Joyce	Computer Lab Proctor	Ernest Ward High
Hanson, Beverly	Math Instructor	Tate High
Hawks, Greene	Agriculture Instructor	Sidney Nelson High
Haynes, Charles	SYETP Specialist	Washington High
Hindman, Raymond	English Instructor	Century High
Hire, Patricia	Business Ed. Instructor	George Stone Center
Jefferson, Charles	English Instructor	Washington High
Jernigan, Betty	BCE Coordinator	Escambia High
Jernigan, Terri	English Instructor	Century High
Johnson, Barbara	SYETP Specialist	Washington High
Johnson, Dale	Math Instructor	Ernest Ward High
Kaczynski, Michelle	ESE Job Prep	Sidney Nelson High
Keefe, Zelma	English Instructor	Pensacola High
Key, Jean	SYETP Specialist	Pensacola High
Knowlton, Cindy	Reading Instructor	Escambia High
Lambeth, Robert	Math Instructor	Century High
Lang, Tammy	ESE Language Arts Instruc.	Sidney Nelson High
Larson, Shirley	Secretarial Instructor	George Stone Center
Lawrence, Roberta	Commercial Foods Instruc.	George Stone Center
Lay, Ernie	Appliance Repair Instruc.	George Stone Center
Leachman, Dianne	Reading Instructor	Ernest Ward High
Ledbetter, Brenda	Computer Lab Proctor	Tate High
Lenon, Issac	Masonry Instructor	George Stone Center

Name	Title	School
Lucassen, Johnnie	Carpentry Instructor	George Stone Center
McDermott, Barbara	Reading Instructor	Escambia High
Mack, Ellis	Self Contained Instructor	Sidney Nelson High
Madison, Sandra	BCE Coordinator	Pine Forest High
Martin, Margie	Math Instructor	Washington High
Martin, Rhonda	Self Contained Instructor	Sidney Nelson High
Marvray, Gilda	Occupational Specialist	Escambia High
Merritt, Della	OJT Coordinator	Sidney Nelson High
Meyer, Carol	ESE Language Arts Instruc.	Sidney Nelson High
Mitchell, Lucy	Occupational Specialist	Pensacola High
" "	SYETP Specialist	Pensacola High
Moberly, Jack	Math Instructor	Pensacola High
Moore, Burniese	Cosmetology Instructor	George Stone Center
Moseley, William	ESE Math Instructor	Sidney Nelson High
Mullins, Shari	Remediation Instructor	Escambia High
Mutton, Dorothy	SYETP Specialist	Beggs Center
Myles, Clarence	SYETP Specialist	Escambia High
Nelson, Jackie	DCT Coordinator	Escambia High
Nevels, Jim	Auto Mech. Instructor	George Stone Center
Nock, Richard	Auto Mech. Instructor	George Stone Center
Pace, Glenda	Self Contained Instructor	Sidney Nelson High
Palmer, Samuel	Math Instructor	Tate High
Palo, Carl	ESE Job Prep	Sidney Nelson High
Parks, Clay	Electronics Instructor	George Stone Center
Patterson, Rose	OJT Coordinator	Ernest Ward High
Pearson, Charles	Masonry Instructor	George Stone Center
Phillips, Jane	SYETP Specialist	Tate High
Philpot, Daisy	Business Ed. Instructor	Escambia High
Poe, Melinda	OJT Coordinator	Escambia High
Poolson, Jules	Electrician Instructor	George Stone Center
Purify, Anner	SYETP Specialist	Pine Forest High
Robinson, Sandra	English Instructor	Pensacola High
Rollins, Kenneth	Math Instructor	Tate High
Quinn, Marie	Math Instructor	Ernest Ward High
Sandiford, Mona	OJT Coordinator	Woodham High
Scapin, Jennifer	Self Contained Instructor	Sidney Nelson High
Seitz, Frieda	English Instructor	Washington High
Singletary, Patricia	Clerical Instructor	George Stone Center
Smith, Beth	English Instructor	Escambia High
Smith, Ronnie	SYETP Specialist	Pensacola High
Snead, Leigh	Reading Instructor	Ernest Ward High
Stanley, Ann	Computer Lab Proctor	Pensacola High
Streit, Charles	Truck & Bus Mech. Instr.	George Stone Center
Taylor, Adrienne	Computer Lab Proctor	Century High

ACKNOWLEDGEMENTS (Continued)

Name	Title	School
Taylor, Lisa	Data Processing Instruc.	George Stone Center
Thomas, Mary Alice	English Instructor	Century High
Uhr, Billie	Data Processing Instruc.	George Stone Center
Underwood, Terry	Agriculture/Horticulture	Sidney Nelson High
Venturini, Fe	Occupational Specialist	Tate High
Vickers, Patricia	Accounting Instructor	George Stone Center
Wallace, Bruce	Electronics Tech. Instruc.	George Stone Center
Webb, Kim	Crisis Intervention	Sidney Nelson High
Weedo, Lori	Computer Lab Proctor	Washington High
Welch, Gary	Industrial Arts Instruc.	Century High
Wells, Debra	English Instructor	Tate High
White, Leslie	Computer Lab Proctor	Escambia High
Williams, Alexander	Auto Body Instructor	George Stone Center
Williams, David	Math Instructor	Pensacola High
Williams, Margaret	OJT Coordinator	Sidney Nelson High
Willis, Mary	BCE Coordinator	Tate High
Wise, Diane	VE Instructor	Ernest Ward High
Yates, J. C.	Marine Mechanics Instruc.	George Stone Center
Yates, Joann	Computer Lab Proctor	Sidney Nelson High